University of Calgary
Department of Psychology

Psychological Assessment of Adults - PSYC 671 H(3-3)
Fall 2005

**Course Instructors:**
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**Course Objectives:**
The purpose of this course is to provide an overview of the theoretical, professional, and ethical issues in psychological assessment and to develop competence in the administration and interpretation of selected instruments. The course will consist of lectures, discussions, and demonstrations. In addition to providing a basic understanding of the development and psychometric properties of each test, the course will provide students with "hands-on" experience both in the classroom and in a practicum setting. During the latter part of the course, students will be required to conduct one or two assessments in a clinical setting, under the supervision of a licensed Clinical Psychologist. Students will be expected to integrate assessment data from various sources and to use this data in the formulation of treatment plans.

**Required Texts:**


Selected readings. WAIS-III, MMPI-II, and MCMI-III and other test materials and manuals will be made available to you.

For your information, The Journal of Personality Assessment, the Journal of Clinical Psychology, and Psychological Assessment are three of the key journals in this area. The Journal of Personality Assessment, Psychological Assessment and the Mental Measurement Yearbooks are available on-line.

**Integrity and Security of Test Materials:**
Throughout the course you will be provided with assessment materials. Responsible professional conduct dictates that you exercise careful control over the integrity and security of
such materials. You may not supply materials or provide access to individual items and protocols to unqualified users.

**Evaluation:**

In addition to completing the assigned readings you will be required to do the following:

1. **Lab Component (15%)**
   - Interviewing
   - WAIS-III administration

2. **Two Assessment Reports** (Pass/Conditional Pass)
   For the reports I will provide you with data from some combination of the WAIS-III, the MMPI-II, and the MCMI-III, as well as additional information (e.g. history, diagnostic interview, mental status) which you will be required to integrate with test data. In the interests of good clinical practice, the emphasis will be on the clarity and brevity of psychological reports. These assignments will be evaluated on a pass/conditional pass (subject to revision) basis.

3. **Minor Presentation (10%)**
   The purpose of this presentation is to focus on topical areas in adult assessment that have received recent attention in the literature. Presentations should not exceed 30 minutes in length, and should review the assigned readings, highlighting the issues and reviewing the existing research and/or practice issues. Students should distribute an outline of their presentation and a brief reference list.

   Minor presentation topics:
   a) Analogue Behavioral Observation (class 2)
      Selected article(s) from special series, Psychological Assessment, (2001), 13 (1), 3-98. – focus on adult examples
   b) Self-monitoring (class 3)
      Selected article(s) from special section, Psychological Assessment, (1999), 11 (4), 411-489.
   c) Computerized and internet assessment (class 3)
      Selected article(s) from special section, Psychological Assessment, (2000), 12 (1), 3-60; 2004, American Psychologist, 59, 150-162.
   d) WAIS-III Short-forms (class 7), see sections of Sattler and Groth-Marnat
   e) Outcome monitoring – e.g., SCL-90, Brief Symptom Inventory Scales (class 9)
   f) Emotional intelligence (class 7)– validity and assessment

4. **Major Presentation (25%)**
   The goal of this presentation is to familiarize students with assessment techniques and issues with specific populations and/or conditions, including but not limited to the following: older adults, forensic populations, personality disorders, chronic pain/illness, substance abuse, risk of aggression, malingering, achievement testing for adults (WIAT, WRAT-3). Presentations should be approximately 60 minutes in length. Students should distribute an outline of their presentation and a brief reference list.
5. Midterm exam (25%)

6. Final exam (25%) - Date TBA

7. Complete one or two assessments in a clinical setting and submit reports. Students are expected to respect client confidentiality and, in general, to behave in a professional and ethical manner at all times. Professional demeanor, clinical skills, and report-writing ability will be evaluated by your on-site supervisors and will be assessed on a pass/fail basis. In the unlikely event that a student fails, he/she will be required to repeat the practicum component of the course.

Grading Scale:

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Topics And Readings:

Class 1 – Sept. 15  Introduction to psychological assessment

Groth-Marnat (2003). Chapter 1


Class 2 – Sept. 22  Clinical interviewing/behavioural and cognitive-behavioural assessment

Groth-Marnat (1999). Chapter 3, 4

Class 3 – Sept. 29  a) Scale development, scale evaluation, and assessment utility

Note: While the number of readings may seem daunting and the content rather dry, there are basically four issues or questions that are addressed, as follows:

a) What are the steps involved in constructing an assessment scale? A short form? An equivalent form for another cultural group?

b) How should the psychometric properties of a scale be evaluated? Related to this, what are the problems with using alpha coefficients and what are your alternatives
c) What is validity? The articles range from a basic treatment of validity issues (Clark & Watson, 1998) to more complex topics such distinctions between representational versus elaborative validity, establishing validity for constructs/traits versus behaviours/response classes, and an in-depth discussion of content validity (e.g., relationship to construct validity, the importance of context, and the dynamic nature of content validity).

d) What factors influence assessment utility? Included here is a discussion of the importance of base rates and the problems with using cut scores.

In choosing the articles, I have tried to keep content overlap to a minimum. Focusing on the above issues may make these readings more palatable! Hopefully, much of the basic material will be a review for you.

a) Scale construction


b) Scale evaluation/validity issues


c) Assessment utility

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<th>b) Legal and ethical issues, automated assessment</th>
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<td>Referral, report writing, and providing feedback</td>
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Class 4 – Oct. 6  Intellectual assessment


Oct 13 – no class

Class 5 – Oct. 20  a) Personality assessment


| b) The MMPI |


Class 6 – Oct. 27  Midterm Exam

Class 7 – Nov. 3  The MCMI


Class 8 – Nov. 10  Rorschach (Konnert)


Class 9 – Nov. 17  Interest assessment, Student presentations


Class 10 – Nov. 24  Neuropsychological Assessment (Dr B Shuffield); Student presentation


Class 11 – Dec. 1  Wechsler Memory Scales; Student presentation


Class 12 – Dec 8  The relationship between psychological assessment and treatment planning/Student presentations


Reappraisal of Grades

A student seeking reappraisal of graded tests, exams, lab assignments, etc., must discuss their work with the instructor within fifteen days of being notified of the mark or of the work having been returned to the class. In accord with Faculty regulations, the whole assignment or exam will be re-marked, and the mark may be raised, lowered, or remain the same. No reappraisal is permitted after the fifteen-day period.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor’s discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam.
A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.